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VOLUME 28, NO. 2

PLEASE RETURN **Montana Schools**

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

STATE DOCUMENTS COLLECTION

EQUITY IN SPORTS: CLOSER TO THE GOAL

Montana's high schools have been given two years to eliminate inequities in extracurricular sports opportunities for boys and girls. The recommendation came as a settlement to litigation involving federal educational equity laws commonly referred to as Title IX.

The settlement responds to a complaint filed in May 1982 by the American Civil Liberties Union on behalf of three Montana high school girls and their parents. The suit alleged that the Montana High School Association, the State Office of Public Instruction and three high school districts—Columbia Falls, Whitehall and Missoula County—violated federal and state laws by failing to provide equal opportunities for girls in extracurricular high school athletics.

For two years, OPI, MHSA and the school districts worked cooperatively to address each issue raised by the lawsuit. By January 1984, the only unsettled issue was the question of achieving equity in athletic seasons by scheduling girls volleyball in the fall and girls basketball in the winter (the opposite of the current schedule). The federal district judge presiding over the case agreed to send a mediator to Montana to find out how students, administrators, teachers, trustees, fans and others felt about the change in seasons.

Barry Gomberg, at the time an attorney with the Mountain West Desegregation Center in Ogden, Utah, was selected as special mediator in the Title IX case. Gomberg traveled extensively

throughout Montana to gather information as well as written and oral testimony. Many Montanans voiced their opinions about the future of high school athletics seasons.

Gomberg's examination of the Title IX issue included several findings. First, the opportunities for high school girls to participate in extracurricular athletics in Montana are "grossly restricted" compared to opportunities for boys, Gomberg said. The inequality includes the number of schools offering girls full participation, dollars spent for girls sports, the number of sanctioned sports, season arrangements, support services and a host of "intangibles," such as the relative expectations placed on male and female athletes.

Second, Gomberg found that the present fall basketball season has distinct advantages for girls. It offers an opportunity to more fully develop their sport; national recruiters are more free to scout Montana in the fall; there is more media and fan interest when girls basketball stands alone; the most qualified coaches and officials are free in the fall; and there is greater access to gyms.

Fall basketball has disadvantages as well, Gomberg found. Females suffer a psychological stigma by playing outside the national seasonal norm (winter) and by knowing that boys have priority in the traditional basketball season. Girls miss the traditional enthusiasm for basketball in the winter; some recruiters are hamstrung in the fall and can't carefully scout Montana girls;

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The Title IX mediator credited the state's schools and education agencies with an "impressive effort" to end gender bias in high school sports.

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WHERE MONTANANS PUT KNOWLEDGE TO WORK

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Helena, MT 59620

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Dear Fellow Educators,

As this issue reaches you, we are preparing for the upcoming session of the Montana Legislature. The session will be critical for those concerned with the education of Montana students.

To support a united plea for sufficient funding of education in our state, I convened a meeting of OPI and interested education associations—the Montana Federation of Teachers, Montana Education Association, School Administrators of Montana and Montana School Boards Association. Our goal was to arrive at a foundation program percentage increase figure we could all support before the Legislature, recognizing the need for excellence in our schools. We determined that the minimum amount necessary to maintain current-level programs was a 7 percent increase in each year of the coming biennium.

Prompt handling of the foundation program in itself is a significant issue. In their campaigns, many legislative candidates agreed that it was fair to let local school districts know the state's share of the foundation program before they based mill levies on guesses. Handling the foundation program early, as in the 1981 Legislature, assures that education is a priority for Montana.

It is unreasonable for legislators to wait until the last days of the session and then balance the budget by adjusting education funds according to the pool of unallocated dollars. Historically this has happened, and it has had the effect of forcing school boards to seek ever-larger mill levies from local voters. Legislators congratulate themselves for not raising state income taxes—without accepting the fact that they have instead forced higher property taxes.

At its November meeting, the Board of Public Education voted to support the 7.7 percent figures. This means that, for the first time in my memory at least, the education community will present a solid front to the Legislature.

We must recognize that the Governor, in his total recommendation to the Legislature, has to balance Montana's diverse needs. While we commend his proposal of 2.4 and 3 percent increases in the foundation program, it is our responsibility as educators to tell our story to legislators. We need no less than a 7 percent increase each year to stay even. Our Constitution guarantees each Montanan an "equal educational opportunity," and that can't happen when more and more of a district's budget has to be voted in a mill levy election and is forced on local property taxpayers. The fear now is that the very structure of the foundation program will be threatened if the old political "underfund the schools" game continues.

Contact your legislators. Let them know that education should be the state's priority if we are to continue to provide solid opportunities that we can continually improve. What better place to invest our tax dollars than in the future of the state: our youngsters.

—Ed Argenbright
State Superintendent

Equity in Sports...

and August gym temperatures are too hot during practice.

Gomberg concluded that, on the balance, the disadvantages of fall basketball outweighed the advantages. Maximum opportunity for girls could be realized by a change in seasons, placing basketball in the winter and volleyball in the fall.

Gomberg also concluded that the bias against girl athletes in Montana high schools is not intentional, but the inadvertent result of tradition. The misplacement of the girls basketball season in the fall is a significant cause for this unintentional bias, he said.

Finally, Gomberg concluded that disparities between girls and boys sports would be reduced if the seasons were changed for girls. However, he recognized that there are opportunities to address inequality within existing season structures and that most Montanans clearly want seasons to remain unchanged.

Because of public opinion and earnest efforts by Montana schools to end discrimination without a season change, in September Gomberg recommended that high schools be given two years to further their efforts and prove their case for keeping seasons as they are. He would submit a set of criteria by which to measure progress in the athletics equity issue and, after the two-year period, a final court decision would determine compliance with the Title IX gender-equity regulations.

The mediator praised MHSA and OPI for their commendable, good faith efforts to reach a settlement of the Title IX litigation and end sex bias in high school sports. He said that the two agencies had gone beyond the required attention to the issue and credited them with an "impressive" effort.

OPI and MHSA already are helping school districts work towards the elimination of any remaining bias in high school athletics (see inset this page). While most of the basic decisions rest at the local level, OPI will continue to assist schools in providing equal opportunities for all students in both athletics and academics. □

Photos courtesy of the Helena Independent Record.



MONTANA SCHOOLS

Montana Schools is published quarterly (September, December, February, May) by the Office of Public Instruction, State Capitol, Helena, MT 59620. It is distributed to public schools and members of boards, associations, organizations and individuals interested in education in Montana.

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Do You Need Assistance With Title IX Compliance?

As part of its ongoing effort to provide quality education to all Montana students, the Office of Public Instruction has several resources to help school districts achieve educational equity in all aspects of their school programs.

One resource is *Equity in Education*, a self-evaluation handbook for preschool through postsecondary educators for compliance with regulations regarding race, sex, national origin and handicapped. While the handbook addresses the multiple dimensions of equity, certain sections deal specifically with school athletics.

The handbook was distributed to county superintendents and principals last spring. If you do not have a copy, you may request one from OPI (phone and address below).

OPI also has videotapes and films useful for professional inservice, board meetings or community awareness on educational equity. Call Pat Christie at OPI (phone and address below) if you are interested in renting audiovisual material.

In cooperation with the Montana High School Association, OPI will conduct a series of workshops on Title IX athletic equity issues in February 1985. The workshop schedule follows. Call OPI or MHSA (Mike Colbrey, 442-6010) for more information.

MHSA-OPI Workshops on Title IX and Athletics

February 1985

February

4	Lewistown
5	Billings
6	Miles City
7	Wolf Point
8	Havre
11	Great Falls
12	Kalispell
13	Missoula

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MONTANA'S TEACHER OF THE YEAR

A KALISPELL EDUCATOR WHOSE TOP PRIORITY IS HIS STUDENTS

Donald Neu's basic convictions about education have bolstered a successful 25-year teaching career.

"I teach students to teach themselves" is at the core of Donald Neu's teaching philosophy. Put into practice, that philosophy has just helped Neu gain recognition for his lifetime dedication to education: Donald Neu is Montana's Teacher of the Year 1984.

Neu (pronounced *nigh*) has taught science at Flathead High School in Kalispell for 22 of his 25 teaching years. Last spring, Flathead faculty members and school district colleagues nominated Neu as a candidate for the state's top teacher—recognition by his own peers that his teaching skills, ability to inspire students and professional commitment deserved encouragement and honor. This fall, Neu was chosen Montana Teacher of the Year from a remarkably talented group of nominees from all over the state. He will represent Montana in the National Teacher of the Year competition.

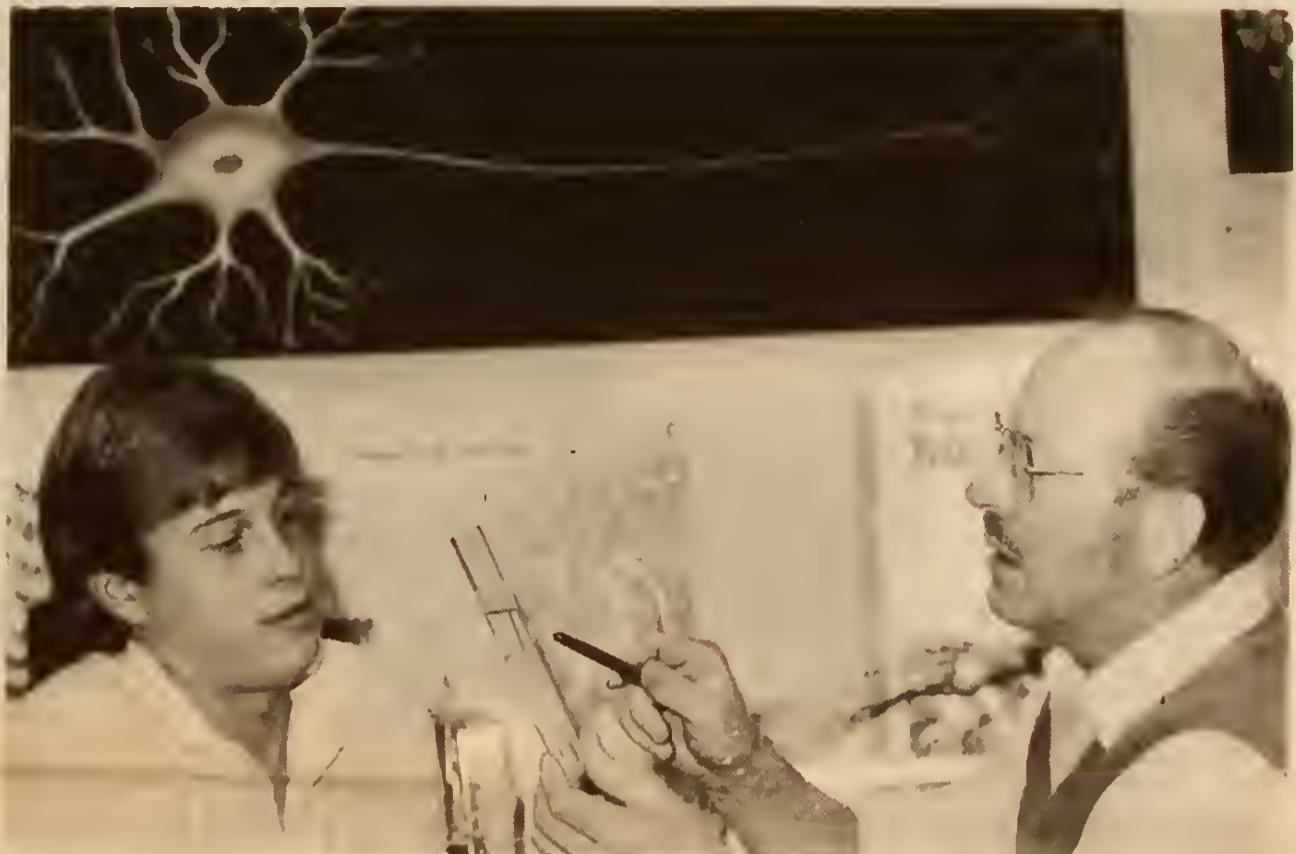
With a long teaching career behind him, Neu has a definite perspective on American education. When he first began teaching in 1959, he felt that his students easily understood the value of an education. Then for about 12 years, attitudes deteriorated, he said, and students seemed less concerned with academics. Often it took him nearly a semester to impress them with education's critical role in their futures. However, Neu believes that today's students have returned to those values. Students are "more open to academics than ever," he told the *Kalispell Daily Inter Lake* in a recent interview. "They now have a much better feeling about the future."

Neu's concern with helping students grasp the value of an education may stem partly from his own struggle to get one. Raised on a farm near Eden Valley, Minnesota, Neu often left school to work or run the family farm. He eventually received his GED high school diploma, but was unable to pursue further courses full time because of military service and the need to support his own growing family. In 1958, he earned a degree from St. Cloud State College in Minnesota and, in 1962, a masters in botany from the University of South Dakota. He also has taken postgraduate courses at several Montana colleges.

One of his colleagues at Flathead High School believes that "Don's struggle to get his own education has shown him to be a persistent individual with a great deal of patience and understanding. This obviously comes across to his students."

"A teacher should convince students from the onset that you're there to help them, not be a dictator."

While student attitudes may change over the years, Neu's basic convictions about teaching have remained consistent. "My role as teacher is to fit my students to a changing society," he said. "They must be prepared to communicate successfully with people in all walks of life. They should be prepared to continue learning on their own, and therefore I need to teach them to teach themselves."



1984 Montana Teacher of the Year Donald Neu (right) with Brad Lyford, junior biology student at Flathead High School. (Photo by Brad Hagadone, courtesy of Kalispell Daily Inter Lake.)

Neu believes that teaching goes beyond academic subjects. Often he is called upon to be not only a classroom teacher, but also a personal or career counselor, always providing students with a positive role model. "I try to recognize [students'] problems...and attempt to counsel and encourage them. Sometimes this involves filling a need that is not being met by a parent, minister, counselor or another teacher."

In Donald Neu's classroom, students are allowed to explore a variety of interests and possible life pursuits. At the same time, he ensures them a solid background in basic skills and the prerequisites for continued learning. A key ingredient to teaching success, Neu feels, is providing an enjoyable learning environment.

"A teacher should convince students from the onset that you're there to help them, not be a dictator. A positive attitude—from a pleasant smile down to sincere encouragement—will infer on students a feeling of equality to which they will immediately respond. It wipes away discipline problems and lets the teacher teach."

Neu helped design the science complex at Flathead High School when the building was remodeled. He was a revision author of the textbook used in advanced biology classes at Flathead and other schools in Montana. For six years he wrote Scholastic Aptitude Test (SAT) questions, and he has been a review reader of tests for biology textbooks. He is chairman of Flathead's science department.

Neu and his wife Jeanette have eight children. He is an avid outdoorsman and caretaker of his 60-acre Kalispell property. Property, family, travel and outdoor pursuits will get a great deal more attention after next June. Don Neu is retiring then, and the Montana Teacher of the Year award is a special way for him to end his long and full career.

What does Neu believe to be the worst part of teaching? Administrative paperwork, he says. "I'd rather spend the time teaching." What are the rewards? Again, Neu turns modestly away from his own abilities to what he feels is at the very heart of teaching: the students.

"It is most satisfying when I see a student's eyes light up when he or she has answered a question or solved a problem, or when I see one student helping another or using a source to go beyond what has been taught. I feel a sense of pride when students return from college or a job and say that what they learned here has really helped them."

"A positive attitude will infer on students a feeling of equality to which they will immediately respond."

Runners-up in the Montana Teacher of the Year program were Shirley Johnsrud of Havre Junior High School (first) and Nancy Vandeveenter, Bozeman Junior High School (second). Other nominees were: Mary Lou Hermes, Plains High School; Tove Blaedel, Ray Bjork School, Helena; Katarina Hempstead, Wisdom Elementary School; Stephen Reardon Jr., Butte High School; Karen Larsen, Joliet High School; Jay Sumner, Arlee High School; Nancy Drusch, Amsterdam Elementary School; Gertrude Weishaar, Fairfield High School; and Frances Main, Mountain View Elementary, Red Lodge.

DELAYING SUBTRACTION

GOING STRONG IN ADDITION, REPEATED ADDITION & MULTIPLICATION

by Joan Hurdle

For kindergartners, first and second graders at Pine Butte Elementary School in Colstrip, Montana, it's not "math as usual" in an otherwise standard elementary school program. Instead, these students are part of a curriculum reform project that essentially alters the sequence of mathematics instruction during their first three years of school. Although the project is only in its first year, it already shows positive results, and parents, teachers and school administrators enthusiastically support it.

In most K-2 curricula, math instruction follows an addition-subtraction-multiplication sequence. Pine Butte students, however, are not learning subtraction until late in the second grade—after they have learned both addition and multiplication. Delayed subtraction makes sense, Pine Butte educators believe, because primary children are not yet developmentally able to grasp the functions and concepts of subtraction.

Pine Butte's project is based on Jean Piaget's theories of developmental stages in children. Piaget considered a child to be "preoperational" from 1-2 years of age until he or she is 7. Some children do not move to the next level—"concrete operational"—until they are 8 or 9. In a regular curriculum, subtraction is taught in the first grade to children who are preoperational and unable to thoroughly understand complex reversibility and other subtraction concepts. Their learning difficulties may partly be the result of teaching subtraction at an inappropriate level.

Last year one of Pine Butte's brightest first graders remarked that she had found a "magic" subtraction problem. The example she gave was:

$$\begin{array}{r} 11 \\ -2 \\ \hline 11 \end{array}$$

The problem was magic, she said, because the answer was the same as the top number.

She had subtracted 1 from 2, since everyone knows that you always subtract the small number from the large number. She then subtracted 0 from 1 to get 1 in the tens place.

Her error is a common one. Many primary teachers have seen young children subtract the larger number from the smaller number. Although they are repeatedly told not to, they frequently resort to it, especially under pressure. Preoperational children often desperately search for such strategies to help them cope with subtraction. Second, third and fourth grade teachers can spend a great deal of time correcting or undoing these self-devised, erroneous strategies that ultimately prove to be stumbling blocks to learning.

Current, useful information is available on the acquisition of basic addition and subtraction skills. Some of this research centers on the bugs that are encountered in subtraction. In the *Journal for Research in Math Education* (May 1984), Karen Fuson writes:

"For a long time we have known that children have considerably more difficulty with subtraction than with addition. Recent research and analyses are beginning to indicate how complex subtraction is and, more important, are beginning to demonstrate specific ways in which this complexity can lead to difficulties when children are learning to solve subtraction problems. The next step is to devise ways of helping children overcome these difficulties."

Pine Butte's math curriculum is designed to help children do just that—overcome difficulties by teaching subtraction at a more appropriate developmental level.

Drawing on research and her experience in special education, Pine Butte principal Joan Hurdle developed the delayed subtraction curriculum. Pine Butte teachers also supported the need for instructional improvement in math. They met regularly to revise



Primary students at Pine Butte School working with base ten blocks. Clockwise beginning with teacher Madeline Jensen: Jamie Paul (lower right), Jason Cherry (lower left), Jenny Roth, Coralei Kluver, Brian Blanchard and Larry Robinson.

Pine Butte School first grader Chad Formanek making sets (Carolyn Cook's classroom).

math flow charts and review the existing curriculum. A sequence change was discussed. When a teacher exclaimed in frustration that addition need not be repeated so many times if subtraction weren't taught in the middle of it, the decision was made to alter the order of math instruction in the primary grades. Parents and school board members listened to the reform proposal and offered their full support of a three-year study.

Colstrip's two elementary schools—Pine Butte and Isabel Bills—are part of the project. Two hundred K-2 students at Pine Butte are three months into the delayed subtraction curriculum, while 140 students at Isabel Bills serve as a control group. They remain in the usual curriculum, which is flowcharted, has detailed learner outcomes and uses the McMillan Math Series. Student growth in both groups will be compared each spring for three years. Evaluation tools are the California Test of Basic Skills and an in-school designed criterion-referenced test for each group and each grade in each group.

Even in the first few months of the project, Pine Butte teachers are finding that students are moving along the math curriculum much more quickly and smoothly. Their counting skills are sounder, and they have a solid grasp of place value. Second graders are moving into multiplication much sooner, and there is excitement about the extent to which addition and extended additive processes such as multiplication can be taught when it isn't necessary to correct the misinterpretations of subtraction. By the time subtraction is taught, Pine Butte teachers believe that the students will have less trouble because of their firm foundation in general number concepts and addition processes.



Colstrip teachers and administrators believe they have an excellent school system. The delayed subtraction project is one example of the energy and emphasis they place on improving instruction for greater student achievement. □

Joan Hurdle is principal at Pine Butte Elementary in Colstrip, Montana. Teachers involved in this curriculum project are Noreen Fletcher and Patty Hill, kindergarten; Mary Siewert, Robin Rose, Madeline Jensen and Carolyn Cook, first grade; and Twila Truscott, Debbie Peters and Mary Briney, second grade.

INDIAN EDUCATION ADVISORY COUNCIL

WILL HAVE MAJOR IMPACT

An Indian Education Advisory Council has been formed to launch a new effort to improve the quality of education of all Indian people throughout Montana. The 15-member council, representing all tribes in the state, is a major step towards actively involving a major segment of Montana's population in their own education policies.

The council's general task is to implement the Indian Education Policy Statement adopted by the Montana Board of Public Education in April 1984. The policy reaffirmed the board's recognition of "the distinct and unique cultural heritage of the American Indians" and its commitment in its educational goals to "the preservation of their cultural integrity."

The policy provides for more effective and meaningful participation by Indian people in the planning, implementation and administration of relevant education services and programs. The council also will advise both the board and the Office of Public Instruction (OPI) on matters that affect the education of Montana's Indian people.

At the council's recent organizational meeting in Helena, Tom Thompson, council member, Superintendent of Browning Public Schools and member of the Board of Public Education, underlined the council's potential impact. "Individual and tribal sophistication is higher than it ever has been," he said. "Everyone on this council has made significant contributions to Indian education, and everyone has worked to make Montana a leader in Indian education. It is now time for a group like this to make an even bigger difference in the education of all Indian people."

State Superintendent Ed Argenbright offered the council full cooperation, telling its members, "You will make a difference in the state's ability to appropriately provide for the youngsters you represent."

OPI and the Board of Public Education worked with Indian leaders to nominate and select council members. Fifteen were appointed to staggered terms of one to three years. Dr. Murton McCluskey, Indian Education Director, Great Falls Public Schools, is chairperson of the council. Larry LaCounte, Superintendent of Schools at Lodge Grass, is vice-chairperson, and Peggy Nagel, Director of Rocky Boy Tribal Education, is secretary. Indian education specialist at OPI, Bob Parsley, will coordinate council activities.

The Indian Education Advisory Council members are: Dr. Murton McCluskey, Indian Education Director, Great Falls Public Schools; Larry LaCounte, Superintendent of Schools at Lodge Grass; Peggy Nagel, Director, Rocky Boy Tribal Education, Box Elder; Janine Pease Windy Boy, President, Little Big Horn College, Crow Agency; David Stewart, Chairperson, Crow Central Education Commission, Crow Agency; Sara L. Young, President, Montana Association for Bilingual Education, Hardin; Preston Stiffarm, Title IX Program, Harlem Public Schools; Merle R. Lucas, Executive Director, Montana Intertribal Policy Board, Billings; Tom Thompson, Superintendent of Browning Public Schools; Karen Cornelius-Fenton, Coordinator, Native American Community/University Relations, Montana State University, Bozeman, and President of the Montana Indian Education Association; Dr. Henri Whiteman, Director, Native American Studies, University of Montana, Missoula; Kevin Howlett, Councilman, Confederated Salish and Kootenai Tribes, Pablo; Darryl Dupuis, Principal, Polson Middle School; Helen Y. Ricker, Administrative Assistant for Indian Education Programs, Poplar Public Schools; and Joann Elliot, Director, Northern Cheyenne Head Start Program, Lame Deer.

**TOLL FREE
EDUCATION HOT LINE:**



1-800-332-3402



Above: Several Montana Indian Education Advisory Council members at their November meeting. Clockwise from lower left: Sara Young, Karen Cornelius-Fenton (partly hidden from view), Tom Thompson, Helen Ricker, Peggy Nagel, Preston Stiffarm, Janine Pease Windy Boy, Dr. Henri Whiteman, Bob Parsley (OPI liaison) and Merle R. Lucas.

Right: Tom Thompson of Browning, council member and member of the Board of Public Education, and Helen Ricker of Poplar.



SUMMER INSTITUTES IN AMERICAN INDIAN HISTORY FOR SECONDARY AND RESERVATION TEACHERS



The D'Arcy McNickle Center for the History of the American Indian will sponsor a six-week Institute in American Indian History for secondary school and reservation college teachers, beginning July 1, 1985. The purpose of the institute is to encourage an informed presentation of Native American history in the classroom; develop greater awareness of the contributions Native Americans have made to America's history; give teachers methods for analyzing events in Indian history; introduce new sources for teaching Indian history; and prepare curriculum materials for history courses.

Twenty fellowships are available for high school teachers of American and tribal histories, for administrators who are actively involved in curriculum

development at the secondary level and for teachers of history, literature, anthropology or Indian Studies from American Indian colleges. Preference will be given to persons with three years teaching experience and those whose schools include Native American students. Native American candidates are especially urged to apply. The stipend for the six-week period is \$2,200 plus \$200 to be contributed by the applicant's school.

Deadline for applications is March 15, 1985. Address all inquiries to Summer Institute, D'Arcy McNickle Center for the History of the American Indian, The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610.

The program is made possible through a grant from the National Endowment for the Humanities.

NEWS BRIEFS

FEDERAL MATH/SCIENCE BILL TO UPGRADE TEACHING, PROGRAMS

Federal legislation passed last summer will spur a great deal of activity in Montana schools and colleges to improve teacher skills in math, science, computer education and foreign languages.

The "math/science bill" authorizes several grant programs: Congressional merit scholarships for college students who plan to teach math, science or engineering; grants to colleges for teacher education and inservice in the subject areas; national incentives in the form of awards for teaching excellence; cooperative efforts among schools, businesses, industry and community; and grants for specific improvements in math, science, computer education and foreign language instruction at the state and school district level.

The bill is *authorizing* legislation; actual appropriations to carry out its mandates are made separately and often erratically. This summary of the bill's import to Montana is based on November 1984 figures.

Of the original \$350 million that was to be appropriated for the math/science bill, Congress has authorized \$100 million. Montana will receive \$445,000—\$133,500 for teacher education at colleges and universities and \$311,500 for statewide (administered by the Office of Public Instruction) and local district programs.

Higher education programs will be funded in three major categories: training programs for new teachers of math and science at the secondary level; retraining teachers from other disciplines to teach math, science or computer education; and inservice training for math, science and computer education teachers at elementary and secondary levels. These grants will be available on a competitive basis, and the institution must enter an agreement with local schools or a group of schools in order to adapt their program to local needs.

Before receiving federal funds for statewide or local programs, OPI and school districts must make a thorough assessment of

their needs in the fields of math, science and foreign languages, including the availability of teachers in these fields; the qualifications of teachers presently teaching such courses; a review of teacher certification standards and any current exceptions; and the availability of curriculum materials in the subject areas.

The assessment must involve the Governor, Legislature, Board of Public Education, local teachers and administrators and representatives from vocational and higher education, professional teacher organizations, private industry and private schools.

Based on this assessment, the state will submit a plan to the U.S. Department of Education. School districts may then submit their plans to OPI for local program funding. A local school is eligible if it assesses the need for teacher training programs, additional curriculum materials and actual instructional improvement in the curriculum areas.

If you have any questions about the math/science bill, contact Dan Dolan at OPI (1-800-332-3402).

NEW SCHOOL DISTRICT AUDIT REQUIREMENT

The Single Audit Act 1984 has been signed into law. It delineates the OMB A-102 Attachment P audit requirements for school districts that receive federal assistance. Before this law, *all* schools receiving federal aid were to have a single audit. Under the new legislation, three categories for audit requirements are created:

1. Any district receiving less than \$25,000 of federal assistance is exempt from the single audit requirements and financial and compliance requirements of federal assistance programs. Districts are required to keep adequate records. The federal government retains the right to audit any or all programs if it finds it necessary to do so.

2. Districts receiving between \$25,000 and \$100,000 in federal assistance must have a single audit or a program financial and

compliance audit. The cognizant agent may require stiffer audit requirements.

3. All districts receiving more than \$100,000 in federal assistance must have a single audit.

If you have questions about your district's audit requirements, call Dr. Gary Steuerwald, Assistant State Superintendent, Administrative Services, Office of Public Instruction (1-800-332-3402).

TEACHER IN SPACE

Have you always wanted to *be there!* on one of NASA's incredible space flights? You may have the opportunity.

The first private citizen to fly a NASA space shuttle mission will be a teacher, courtesy of a cooperative program from NASA and the Council of Chief State School Officers (CCSSO). Because teachers routinely communicate knowledge and experience to a large number of students, parents and community members, the teacher selected will play a vital role as a symbol of the teaching profession and, following the flight, as a teacher "at large" relating the experience of space flight.

NASA and CCSSO are now taking applications from teachers for this historic mission. To be eligible, one must currently teach in a public, private or parochial school at either the elementary or secondary level. One must have five consecutive years teaching experience, be a U.S. citizen, provide a consent agreement and meet certain medical requirements.

NASA Teacher in Space Project brochures have been sent to schools. They contain general information about eligibility, selection, training and the flight itself.

Application packets are available from the NASA Teacher in Space Project, Council of Chief State School Officers, 400 N. Capitol St., Suite 379, Washington, DC 20001 (202-393-1178).

For local information, contact Bob Briggs at the Office of Public Instruction (1-800-332-3402).



"Super Teachers" Share Insights with Montana Administrators

Susanna Irion (left) of Monforton School in Bozeman reflects on the status of teaching at the 1984 State Superintendent's Conference in Helena in September. Irion, Montana Teacher of the Year in 1982, shared the panel with other former title holders: Jo Lavold of Big Timber, Ken Price of Helena and Richard Nelson of Kalispell. Panelist Tim Schaff (center) of Park City was Outstanding Vocational Agriculture Teacher in Montana 1984.

Dr. Terry Wiedmer (right) moderated the panel and gave the keynote address. Nearly 400 Montana administrators and teachers attended the conference.



COLSTRIP SUPERINTENDENT ELECTED TO AASA BOARD

Harold K. Tokerud, Superintendent of Colstrip Public Schools, was elected to a three-year term on the executive committee of the American Association of School Administrators (AASA). His term begins in March.

Tokerud is a past president of the Montana Association of School Superintendents and the School Administrators of Montana.

EQUAL ACCESS LAW: HELP FOR IMPLEMENTATION

This fall Congress approved legislation prohibiting secondary schools receiving federal assistance from discriminating against any student or group that wishes to conduct a meeting on the basis of the political, religious or philosophical nature of such a meeting. The law has opened public school premises to a number of noncurriculum-related groups whose meetings do not interfere with the orderly conduct of a school's educational activity.

The American Association of School Administrators (AASA) has published *Equal Access: Interpretation and Implementation Guidelines* to assist school administrators and trustees in adopting new or revising old policies relating to school facility access. The report is available for \$10 from AASA, 1801 N. Moore St., Arlington, VA 22209.



SOMETHING EXTRA FOR YOUR STUDENTS...

ELEANOR ROOSEVELT CONTESTS & CURRICULUM

October 11, 1984, marked the centennial of Eleanor Roosevelt's birth. The Montana Education Association, Office of Public Instruction and Montana School Boards Association are cooperating in ongoing projects to promote awareness and appreciation of this great American woman.

One project is a curriculum handbook available free from OPI at the end of the year. The handbook contains activities, historical information, bibliographies, resource references and more. Please send requests to OPI.

A poster contest for special education students and a mini-essay contest for grades 1-12 also are part of the Eleanor Roosevelt Centennial. The contest rules are below.

Student Mini-Essay Contest

Who may enter: Elementary and secondary students in Montana. **Length:** 50 words or less. **Deadline:** February 1, 1985. **Purpose:** To celebrate the 100th anniversary of the birth of Eleanor Roosevelt. **Content:** Student must write a response to one of the following quotations by Eleanor Roosevelt, describing what it means to him/her personally or describing a situation that illustrates the quotation.

Grades 1-6

"The only way to make friends is to be friendly. It is what you give of yourself that makes friends for you."

"Real education is knowledge that is not acquired from books alone."

"If you face life with a spirit of adventure and with courage, you will get more out of it than if you are timid and unimaginative."

Grades 7-12

"No one can make you feel inferior without your consent."

"I have never wanted to be a man. I have often wanted to be more effective as a woman but I never felt that trousers would do the trick!"

"Looks alone do not make one attractive...If you cultivate your mind and your spirit, you can have charm, which is far more important than looks."

"So long as conflict rages anywhere in the world, there is anger."

Essays will be judged on overall excellence of content, spelling and grammar, penmanship and appropriate length. Essays are to be written in class; no essay may be given as a homework assignment. They must be written in blue or black ink and include on the back the student's name, grade, school, school address and teacher. **Awards:** \$100 (1st), \$50 (2nd), \$25 (3rd).

Send entries to: Ed Eschler, Office of Public Instruction, Helena, MT 59620. Essays will be returned only if the student or teacher provides a stamped, self-addressed envelope.

Poster Contest for Special Ed

Who may enter: Special education students and adult developmentally disabled clients. **Deadline:** February 1, 1985. **Purpose:** To celebrate the centennial of the birth of Eleanor Roosevelt. **Poster theme:** Choose to illustrate one of the following ideas from quotes by Roosevelt:

"The only way to make friends is to be friendly."

"If you face life with a spirit of adventure and with courage, you will get more out of it than if you are timid and unimaginative."

Entry size: Art on paper no smaller than 9x12 inches, no larger than 18x24 inches (may be folded for mailing). **Media:** Watercolor, pencil, pastel, charcoal, tempera paint, crayon, acrylic, pen and ink or oil.

Artwork must be done in class or during a supervised activity. No poster should be given as a homework assignment. Entries from special education classes must have the following information written on the back of the poster: student's name, grade level, age, school, school address and teacher's name. Entries from adult sheltered workshops or group homes must have the client's name, age, address and supervisor's name on the back of the poster.

Special education awards are \$100, \$50 and \$25 for the first three places. Adult clients in first through third place will each receive an appropriate gift.

Send entries to Gail Gray, Department of Special Services, Office of Public Instruction, Helena, MT 59620. Posters will be returned after judging.

WHAT YOU NEED TO KNOW ABOUT STUDENT TOURS OF CAPITOL

Throughout the school year and especially during the legislative session, many teachers schedule field trips to Helena for guided tours of the Historical Society, the Capitol and the Original Governor's Mansion. To assure everyone a pleasant and educational experience, the Historical Society asks teachers to follow these guidelines when making their plans.

All guided tours are scheduled by the Education Department of the Historical Society. Neither your legislator nor the Governor's office makes these arrangements. Please call 444-4789 or write to the Department of Education, Montana Historical Society, 225 N. Roberts Street, Helena, MT 59620. They will send written confirmation of your reservation.

Please schedule your tours at least two weeks in advance. The guides at the Historical Society and the Governor's Mansion are volunteers and need this advance notice. If you do not want a guide in the museum or the Capitol, please notify them anyway so that your group will not arrive at the same time as another large group.

If you are coming from a distance or if the weather is bad, please schedule your tour to allow plenty of time for travel. If you are unavoidably delayed, please call. Volunteers wait 15 minutes; they are not available to take late groups who have not called. When planning your schedule, allow 45 minutes for a tour of the Capitol, 45 minutes for the Governor's Mansion and about one hour for the Historical Society.

Please bring one adult for every ten children in your group, and ask these teachers and chaperones to accompany the tours.

Try to focus your tour of the Historical Society on areas that have been covered in class or that are of special interest to your students. Available tours are: museum of Montana history, Charles Russell Gallery, an exhibit on F. Jay Haynes, the official photographer of the Northern Pacific Railroad and Yellowstone National Park, the current exhibition at the Poindexter Gallery and Territory Junction, a re-creation of a small Montana town of the 1880s. Younger children may also enjoy a special "touch and feel" experience with Indian artifacts.

Tours of the Executive Residence, home of Governor Schwinden, are available by appointment only. These tours are not coordinated through the Historical Society's Education Department. To make a reservation, call Bob Armagost at 444-3111.

NEW OPI AUDIOVISUAL CATALOGUE

Where can you find Shakespeare, world history, professional inservice and hundreds of other topics for a real bargain? In the 1984 *Audiovisual Library Catalogue* published by the Office of Public Instruction.

OPI has an extensive collection of films, videotapes and videodiscs that schools may rent—and you can find out what they are and how to order them from this new, updated catalogue.

The catalogue will be sent to school film coordinators by the end of January. Meanwhile, if you have any questions, call Sheila Cates or Jim Meier at OPI (1-800-332-3402).

STATUE OF LIBERTY CAMPAIGN STILL GOING STRONG

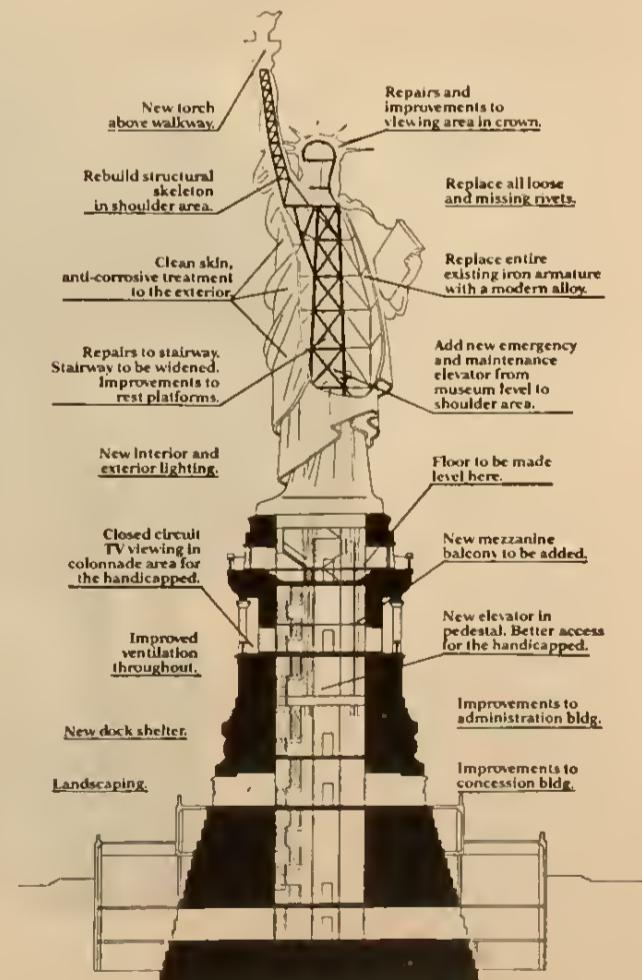
The national campaign to raise funds for the restoration of the Statue of Liberty and Ellis Island National Monument is in its second year. Montana schoolchildren already have set an outstanding example by raising over \$12,300. While doing so, they have studied ideals and historic events important to our country.

The campaign's second year will be as exciting at the first. OPI invites schools to join the fund raising effort. Our "Save Our Statue" curriculum handbook has been updated and revised, and it now includes a list of fund raising ideas. It is available free of charge (1-800-332-3402).

Statue of Liberty Honor Roll

Add these names to the growing list of Montana schools that have helped contribute to the restoration of this important monument:

Amo School, Glendive
Lodge Grass Elementary
West Valley School, Kalispell



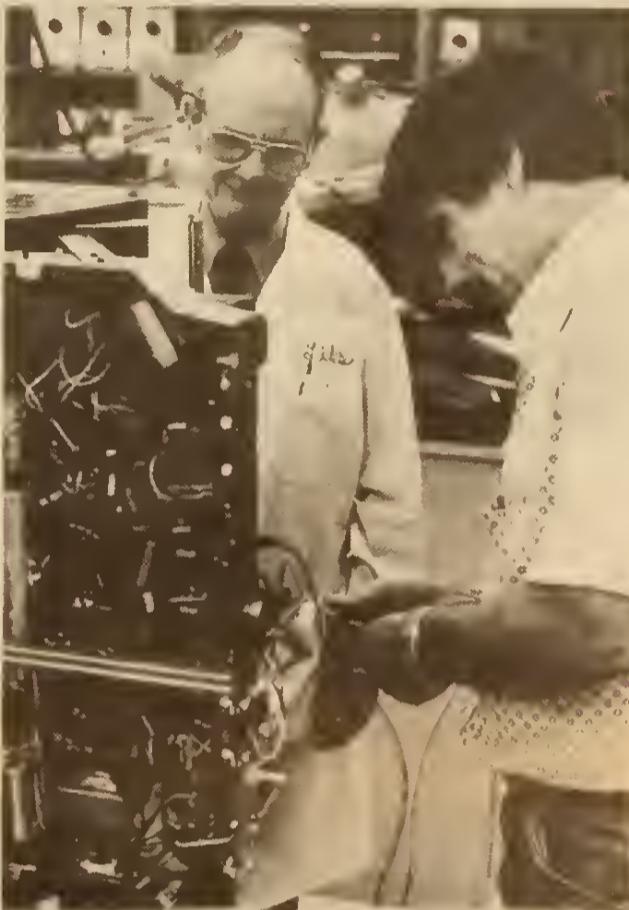
STATUE OF LIBERTY RESTORATION

VO-TECH CENTERS: GETTING READY

Between 1980 and the year 2000, 80 percent of the jobs will require a vocational or technical education rather than a four-year college degree.



Angela Gutierrez, a student in licensed practical nursing at Billings Vo-Tech.



Helena Vo-Tech student Tom Ecker (right) relies on equipment donated by local businesses for electronics training. Instructor Don Liles offers assistance.



Great Falls Vo-Tech Center, the state's largest, emphasizes health services and entrepreneurship. Its watchmaking/jewelry program is unique in the state.

In times when a changing and highly competitive job market demands skilled workers, Montana's postsecondary vocational education or "vo-tech" centers have an extraordinary responsibility. They must prepare young people for gainful employment, retrain workers whose skills must change with changes in occupation, and they must help others upgrade or extend their skills for long-term employment.

Montana's five vo-tech centers—in Great Falls, Billings, Helena, Missoula and Butte—do not take this responsibility lightly. They continue to respond to student and community needs in the world of work and provide quality programs in a variety of vocational fields.

The centers are part of a three-part relationship between federal, state and local entities, whose involvement ranges from funding to program development. They cooperate with the State Department of Labor and Industry to provide vocational skills training to persons who lack the specific skills necessary to obtain employment. These training programs are coordinated with local Job Service offices and maintain close contact with businesses and labor organizations through local advisory councils.

While the vo-tech centers are primarily responsible for administering adult basic education, in most cases they have other responsibilities for decision-making within their own school districts. They are an active part of their communities by offering relevant vocational training for local job markets.

Montana's vo-tech centers were established by the State Legislature and are administered by the Office of Public Instruction. Although this brief profile focuses on these centers, it should be noted that Montana's community college and tribally-operated community college systems and Northern Montana College complete the picture of the state's postsecondary vocational education network.

BILLINGS VO-TECH CENTER

The potential service area of the Billings Vo-Tech Center is the largest in the state. Energy development during the 1950s through the 1980s brought jobs to eastern Montana and stimulated population growth and the need for trained workers in the Billings area. Most growth in vo-tech training programs, however, will reflect the emergence of Billings as a major regional trade and service center with needs for skilled workers in marketing and distribution, health services and the service industries.

Billings is the only vo-tech center of the five to offer agricultural mechanics and air conditioning and refrigeration. Computerized drafting, a new program, will be offered in the near future.

BUTTE VO-TECH CENTER

Because of plant closures in resource extraction and processing industries, the emphasis in Butte is on training and retraining adults to assume new positions. Programs unique to the Butte Vo-Tech Center are civil engineering and machine tool technology, but it also offers programs in health services, electrical technology, office training and other vocational skills.

Butte is extremely proud of its new quarters, which are designed for an enrollment of 500 students. When completed, administrators say that the facility will be the best equipped, most up-to-date facility of its kind in the Northwest. It will use computers extensively, both for instruction as well as facility operation. The new building is also an important community resource: it will allow 1500 adults to take adult education classes each year, and it will be available for community meetings.

GREAT FALLS VO-TECH CENTER

The original mission of the Great Falls Vo-Tech Center, the state's largest, was to be a major center for health care training. Even when it became a full vocational and technical training

FOR THE JOB

facility, it retained its emphasis on health care programs. Its respiratory therapy technology program is unique in the state, and it has the state's first cooperative program with another institution. Students may take courses at the center and at the College of Great Falls to obtain an associate of arts degree.

The vo-tech center's staff believes in responding to specific community needs. They offer seminars in computerized accounting for Great Falls area accounting firms, banks, hospitals and law firms. A midmanagement training program helps local businesses establish management systems, and another current program is retraining Burlington Northern Employees. In its emphasis on entrepreneurship, the center's watchmaking and jewelry store operation program is the only one of its kind in Montana.

While Great Falls Vo-Tech does not plan to expand training in heavy industry at this time, it believes that defense-related industries may play a role in the future.

HELENA VO-TECH CENTER

The Helena Vo-Tech Center serves a community whose relatively stable economic base comes from county and state government employment. The center has responded to the needs of this population by offering training and skill improvement programs in computers and word processing, accounting, office management and other, often short-term programs necessary to serve government employees.

Other programs at the Helena center are building trades (home construction), electronic products servicing, industrial electronics and truck and diesel mechanics. The latter program enables Helena Vo-Tech to upgrade the skills of diesel mechanics at the Montana National Guard headquarters in Helena. The center also has the state's only aviation maintenance program, incorporating both air frames and aviation power plants.

MISSOULA VO-TECH CENTER

Because of its proximity to major forest products industries, Missoula Vo-Tech has a well-developed program in forestry technology. In addition, it offers programs in surgical technology, medical reception, fire technology (short-term), electronics and heavy equipment maintenance and operation. It has the potential for expansion in marketing and the health and service trades. In Missoula, the demand for training in service trades is high—for example, in police science and criminology, fire and fire safety and emergency medical technology.

Since Missoula is a vital trade center for western Montana, its vo-tech center tries to accommodate the community's need for business and office training, including the use of computers. Since many adults want just one or a few courses to upgrade these skills, the center offers part-time training to these adults on a course-by-course basis rather than full-time enrollment.

Photographs courtesy of Billings, Butte, Great Falls, Helena and Missoula vo-tech centers.



Butte now boasts one of the finest vocational education facilities in the Northwest region



Because of its proximity to forest products industries, Missoula Vocational Technical Center has a well-developed forestry technology program, as well as other training opportunities. The potential exists for expansion in health, marketing, services and office occupations, since Missoula is a center for health care and wholesale and retail trade in western Montana.

Student Enrollment 1984-85

Center	Full Time	Part Time
Billings	533	84
Butte	340	29
Great Falls	2,050	518
Helena	826	422
Missoula	792	n/a

RESOURCE NOTES

Resource Notes, by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI (1-800-332-3402).

GIFTED & TALENTED

Olympics of the Mind

The 1984 Olympics may be history, but the games sponsored annually by the Olympics of the Mind (presently OM Association) are ultimately more important to the future of our nation.

There is no way to know what knowledge will be needed to survive the complexities of tomorrow's world. Creative solutions to these unknown problems will be the responsibility of today's school-aged children. OM activities encourage creative problem solving by combining the competitiveness of an athletic event with mental gymnastics.

During an OM competition, teams of students (grades K-12) work to earn points for long-term solutions, spontaneous problem responses and style and presentation.

Schools must enroll in the national OM program to receive the current problems and coaches manual. Participating schools automatically become members of the Montana OM Association, and their top teams are invited to the state competition on March 23, 1985 on the University of Montana campus. At this event, the top teams are selected for the national OM competition.

For more information on the Montana OM program, contact Elaine Capenor-Kohler, Central School, East Broadway and Adams, Missoula, MT 59801.

AGATE Conference in the Spring

The Montana Association of Gifted and Talented Education (AGATE) conference will be held April 26-27, 1985 at the Holiday Inn in Billings. For more information, contact Beverly Flaten, Principal, Hardin Primary, Hardin, Montana 665-2505.

Publication Challenges Students

Have you seen *Voyager*? The premiere issue of this new journal for students grades 3-7 has just been released. Focusing on the personal development of youth, it is full of stories, poems and games that are challenging, educational and entertaining. *Voyager* accepts transcripts from both students and other writers in the field.

For more information, write: *Voyager*, PO Box 983, Albany, OR 97321.

New Gifted & Talented Directory

A 1984-85 directory of public school programs for gifted and talented students in Montana is available from Gifted and Talented Programs, Office of Public Instruc-

tion, State Capitol, Helena, MT 59620 or by calling the education hot line (1-800-332-3402) and requesting one.

—Nancy Lukenbill
Gifted and Talented Programs

PUPIL TRANSPORTATION

Diesel Powered School Buses

One engine manufacturer, International, has announced that it will no longer make the larger gasoline engines used in larger school buses. Ford Motor Co. and Chevrolet have said that by 1985 they no longer will manufacture the larger gasoline engines. These companies will provide only diesel engines for their larger school bus chassis, forcing school bus operators to use either diesel or some other fuel.

School Bus Accidents

Congratulations are in order for all Montana school bus operators. We only had 55 school bus accidents during the 1983-84 school year, compared to 70 in 1982-83. (School bus accident statistics are kept only on school bus route trips.) This otherwise good safety record is marred because of the fatal school activity trip crash near Whitefish last January.

Our school bus statistics are gathered from the T-8 School Bus Accident Reports that are on file in our office. Every school district or contractor is required to complete a T-8 form whenever a school bus accident occurs.

Pupil Transportation Advisory Council

State Superintendent Ed Argenbright has activated the Pupil Transportation Advisory Council, whose first meeting was held November 14 in Helena. The Advisory Council may study and make recommendations on issues such as minimum standards for school bus construction, school bus driver physicals, special bus driver licensing, driver training, activity trip transportation and legislation.

This is only a partial list of pupil transportation concerns. If you have recommendations or suggestions that you would like the council to study, please let me know. These council members represent all pupil transportation people in the state.

—Terry Brown
Pupil Transportation Specialist



TRAFFIC EDUCATION

Employment Opportunity—Summer 1985

West Yellowstone Schools need a qualified instructor for a traffic education course for high school students, beginning June 30, 1985. Relocation to the community during the course is required. The course may be scheduled for days, evenings and weekends to accommodate students' summer job schedules. If interested, contact J. Glenn Sorensen, Supt., School District 69, PO Box 460, West Yellowstone, MT 59758 (646-7617).

The Forgiving Highway

Those who attended the 1984 traffic education conference last May in Helena and listened to Bill Dunbar's presentation on highway design asked that OPI provide you with visual materials to help you discuss this important topic with your students. Bill has now given OPI a set of the slides and a script. All traffic education programs will receive a copy of the slide program as soon as possible.

In the meantime, OPI's Audiovisual Library has a film from the Federal Highway Administration entitled *The Forgiving Highway* (#9787). It is available for rental.

Teaching About Auto Insurance

If you're looking for teaching information on auto insurance, be sure to see the September 1984 issue of *Consumer Reports*. It has an excellent article about how auto insurance works, what it covers, how rates are set, how to hold down costs, which companies are best and discussions about no-fault insurance. If you can't find a copy in your school library or news stand, single copies of back issues are available for \$2.50 each from: Back Issue Dept., Consumers Union, PO Box 2485, Boulder, CO 80322. You also can write for a reprint order form from Consumers Union, 256 Washington St., Mount Vernon, NY 10553. An article will be found in pp. 501-513 and 546.

Hazardous Hangovers

The dangers of drunk driving are well known, but Sweden's National Road and Traffic Research Institute says that driving with a hangover also can be hazardous.

Have a question?



Call OPI:

1-800-332-3402

Even after eight hours of sleep and with tests showing no alcohol content in the blood, study subjects still experienced a 20 percent reduction in driving ability. (From *Timely Topics*, June 1984).

MSF Moves On

The Motorcycle Safety Foundation has moved its national headquarters from Pennsylvania to California. The new address is 3151 Airway Ave., Bldg K-200, Costa Mesa, CA 92626.

Project Shows Training Pays Off

The Safe Performance Curriculum Research Project, which identifies various aspects of driver education, was one of the highlighted presentations at the annual ADTSEA conference in Chicago last August.

Some of the project's general findings were: 1) trained students experienced fewer accidents and violations than untrained students; 2) male students experienced more violations and accidents than female students; 3) trained students recorded fewer violations than their untrained counterparts in speeding, drunk driving and all other types; and 4) seat belt use was higher for the trained students.

Recommendations included: 1) a provisional driver licensing system should be employed; 2) driver education should be objective-based; 3) socioeconomic goals should be identified for driver education; 4) alcohol education instruction should be strengthened in the driver education curriculum; and 5) licensing data collection and analysis should be continued.

—Curt Hahn
Specialist, Traffic Education Programs

ENGLISH LANGUAGE ARTS

Resources Stimulate Professionalism in Teaching

National assessment findings show that too many of today's students fail to learn how to analyze, interpret and explain messages from books. In *Writing About Literature*, a trio of experienced high school teachers shows colleagues how to move students beyond childish, literal-minded reactions toward more adult responses to literature.

This booklet by Elizabeth A. Kahn, Carolyn Calhoun Walter and Larry R. Johannessen is the latest in the Theory and

RESOURCE NOTES

Research into Practice Series from the National Council of Teachers of English (NCTE) and the ERIC Clearinghouse on Reading and Communication Skills. It offers ideas adaptable to junior and senior high school and introductory college courses.

The authors discuss recent research showing that response to literature can be seen as a hierarchy of language and thinking skills, and they demonstrate how this hierarchy can be taught in a series of steps. In a practice session, they describe in detail a series of classroom activities based on the skill hierarchy. Their exercises center on topics of high interest to adolescents, are based on frequently taught works of fiction and are accompanied by easy-to-copy handouts.



Unless an elementary school reading program makes children want to read for pleasure and to satisfy their curiosity, it is failing to educate them. So says Joy F. Moss, author of *Focus Units in Literature: A Handbook for Elementary Schoolteachers*, published by NCTE.

Moss seeks to help K-6 teachers get beyond the mechanics of reading instruction by using methods which aim at higher literacy by capitalizing on youngsters' love of language and good stories. Positive attitudes are important, she says, citing the head start that children of book-loving parents have demonstrated in her own classrooms. Research findings support her experience. Among the studies she cites is one showing that even "academically retarded" second graders quickly catch up when someone systematically reads to them. She notes studies showing that children not only learn new words through story contexts, they also grasp the special language structure and conventions of literature when they hear and discuss stories.

Moss' instructional plans were developed in response to elementary teachers' pleas for help in designing classroom activities for learning through literature. Her units establish patterns which teachers can adapt for their own teaching plans. She supplies an extensive bibliography, including critiques of children's books, classroom applications, book selection aids and works on traditional literature, authors, illustrators and poetry collections.

This book and the book reviewed above are available from NCTE, Urbana, Illinois.

Of interest to secondary English language arts educators is the Montana Committee for the Humanities' wide range of rental films, videos and slide programs. There are 17 titles in the American literature series, and new additions to the collection include *Man As A Symbol Maker: Creating New Meanings and Learning to See and Understand Developing Visual Literacy*. A brochure with complete listings may be obtained by writing "Free Loan Film," Montana Committee for the Humanities, Instructional Materials Service, University of Montana, Missoula, MT 59812 (243-5976).

New and free from the Office of Public Instruction is a series of bibliographies of recent studies for classroom use. Each bibliography includes 6 to 10 titles of articles and studies published within the last year. Bibliographies include *Teaching Literature; Study Skills, K-12; Academic Contests; Classroom Activities; and Human Relations Curriculum*.

To receive a free copy of any of these bibliographies, call OPI's toll free number (1-800-332-3402) and ask for MINE. A \$1 reproduction fee per title is charged for the articles or studies themselves.

Congratulations go to Margaret Grant and the Montana Association of Teachers of English and Language Arts (MATELA). Margaret was chosen MATELA's Teacher of the Year. An elementary teacher at Lewis and Clark School in Missoula, Margaret has 18 years of experience and is a consultant for the Montana Writing Project. She has produced a number of television videotapes on writing, including "Teachers Teaching Writing," published by the National Council of Teachers of English. She also teaches at the University of Montana. Congratulations, Margaret.

MATELA deserves congratulations for receiving a grant from Burlington-Northern for the publication and distribution of its *Montana English Journal* to all school districts in the state. Anyone wishing to submit an article for the journal should contact co-editors Douglas Leonard or Larry Weirather at Rocky Mountain College, Billings, MT 59102. The deadline for publication is March 20, 1985.

Plan now to attend the Northwest Regional National Council of Teachers of English conference on April 25-27 in Seattle—a good program for renewal in the spring.

—Claudette Morton
English Language Arts Specialist

READING

Update on Resource Materials

The following may be of interest to teachers—check your libraries!

How To Choose Good Books for Kids, by Kate Hall McMullan, highlights a wonderful collection of books for kids, along with tips for choosing good story books. *Computers and Reading Instruction*, by Leo A. Geoffrion and Olga P. Geoffrion, is for educators who want to explore the potential offered by computers in the teaching of reading.

which supports the rapidly growing interest in computers and their relation to reading and language arts.

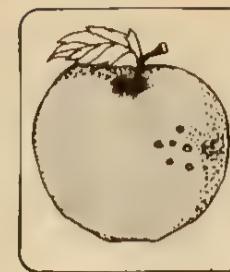
30th Annual IRA Convention

"Corner of Reading" is the theme of the International Reading Association's 30th Annual Convention, May 5-9 in New Orleans.

Convention highlights include pre-conventional institutes, two general sessions, authors' series, reports on "excellence," a special session for parents and more.

Plan now to attend the convention and extend your professional development.

continued on page 14



Live Wire is a new 16-page publication issued five times a year by the National Council of Teachers of English. It offers interesting classroom activities for grades 5-7. *The Journal of Computers, Reading and Language Arts* is a professional journal



Butte Student Brings a Sound Perspective to State Board

At 17, Vincent N. Micone III has already earned a great deal of credit. He is senior class president at Butte Central High School, a cross-country runner and a member of the National Honor Society. He is a good student (3.9 average), co-editor of the yearbook and a member of the Key Club and the Catholic Youth Coalition. He loves science fiction and hopes to go to Georgetown University or Gonzaga University in Spokane, where he'll major in communications or political science. What more could a high school senior claim? Vince Micone is also the student representative to the Montana Board of Public Education—the first student from a private school in Montana to be appointed to that board.

Vince is by no means intimidated by his new post. "I'm a peer of those in the education system," he said. "As a student, I can offer an important perspective—that is, that along with school boards, administrators and teachers, students themselves are directly responsible for their education."

UNCLASSIFIEDS

Unclassifieds is a "bulletin board" of resources, events and announcements of interest to educators. However, the naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.

EQUIPMENT

WEIGHT MACHINE WANTED

Don Holst, principal at Florence Carlton High School in Florence, is looking for a used or reconditioned weight machine with 4-8 stations. If you can help, call 273-6301.

AWARDS

MATH/SCIENCE TEACHERS HONORED

Two of Montana's outstanding teachers were in Washington, D.C. this fall to receive the 1984 Presidential Award for Excellence in Science and Mathematics Teaching.

Jim Williamson, math specialist in Billings District 2, and Jim Cusker, chair of Missoula Sentinel High School's science department, were the award recipients. Each received a \$5,000 grant from the National Science Foundation and a computer for his school.

One math and one science teacher from each state were selected for the awards.

GREAT FALLS PRINCIPAL AMONG THE MOST DISTINGUISHED

James D. Bergman, Principal of Chief Joseph Elementary School in Great Falls, was one of 54 principals selected for honor by the President's National Distinguished Principal Program.

The program honors outstanding elementary and middle school principals from 45 states, Washington, D.C. and several private and overseas (U.S.) schools. The award recipients were selected by state affiliates of the National Association of Elementary and Secondary School Principals.

STUDENTS IN GOVERNMENT

D.C. CONVENTION LETS STUDENTS DEBATE CONSTITUTION

Convention II invites high school students to participate in American government through a program that stimulates political savvy and intellectual curiosity and refines debating and analytical skills.

The 1985 Convention II will be held February 5-9, 1985, in Washington, D.C. Students meet with other students in mock Congressional committees and work with key government officials to prepare "Constitutional amendments" and present their positions on the floor of the U.S. House of Representatives.

The fee for students who register by December 15 is \$325, or \$350 after that deadline. The fee includes hotel room, some meals, ground transportation in Washington, D.C. and educational materials.

For registration information, contact Patricia Taylor, Director of Operations, PO Box 44086, Washington, D.C. 20026.



SUMMER STUDY

SUMMER IN ISRAEL

Applications are being accepted from qualified secondary teachers for the Joseph Homan Summer in Israel Scholarship, which awards between \$2,000 and \$3,500 for travel and study in Israel during the summer of 1985.

An applicant must be a certified, active secondary teacher. Details on application criteria may be obtained from Ed Eschler, Social Studies Specialist, Office of Public Instruction, State Capitol, Helena, MT 59620 (1-800-332-3402). Applications must be received by February 28, 1985.

SHAKESPEARE TOUR

Western Washington University will again sponsor its annual Shakespeare-at-Stratford tour July 6-21, 1985. The four-credit course is held in collaboration with the University of Birmingham, England.

The class in the appreciation of Shakespeare's poetry and drama will be based at Stratford-on-Avon in Warwickshire, England. Although many past participants have been teachers, the course also is open to any student or individual interested in enjoying and understanding the world's most renowned playwright.

For information and tour costs, write Professor Arthur Solomon, Department of Communications, Western Washington University, Bellingham, WA 98225.

NEH SEMINARS FOR SECONDARY TEACHERS

The National Endowment for the Humanities (NEH) is offering seminars in humanistic studies during the summer of 1985. The seminars are for teachers grades 7-12 interested in four- to six-week sessions in subjects ranging from classical, medieval and Renaissance studies to literature, history, political thought, philosophy and religion.

For complete details, write for a list of "1985 Summer Seminar Program Directors" from the National Endowment for the Humanities, Washington, D.C. 20056.

MONTICELLO-STRATFORD SEMINARS IN U.S. HISTORY

The University of Virginia is sponsoring the Monticello-Stratford Hall Summer Seminars for Teachers, June 23-July 12, 1985. The three-week, six-credit interdisciplinary program is held in Virginia at Monticello, Thomas Jefferson's home, and Stratford Hall, home of Robert E. Lee. Architecture, archaeology, agriculture, economics and political science are among the subjects covered.

Applications from elementary or secondary teachers must be submitted before March 15, 1985. Applications and information may be obtained from: Division of Continuing Education, University of Virginia, PO Box 3697, Charlottesville, VA 22903 (804-924-7114).

TEACHER EXCHANGE

AUSTRALIA/MONTANA TEACHER EXCHANGE

The Office of Public Instruction is accepting applications for the 1986 International Teaching Fellowship Program, an exchange between Montana teachers and teachers from the Department of Education, Victoria, Australia. Fellowships are available to elementary and secondary teachers who have at least four years teacher training and five years teaching experience. A direct exchange of positions and accommodations is involved, but travel arrangements are not included.

For information, contact Ed Eschler, Office of Public Instruction, State Capitol, Helena, MT 59620. Applications must be received by January 31, 1985.

CONFERENCES

RURAL SPECIAL ED CONFERENCE

"The Nuts and Bolts of Rural Special Education Programming" is the theme of a national conference sponsored by the American Council on Rural Special Education, March 19-22, 1985, at Western Washington

University in Bellingham. For information, write ACRES, Western Washington University, Bellingham, WA 98225.

WOMEN IN THE CURRICULUM

Multicultural overviews of U.S. history, models for incorporating women's history in elementary and secondary curricula, media resources and inservice strategies are among the sessions included in the National Women's History Project's annual curriculum conference, "A Woman's Place is in the Curriculum." The three-day training seminar is designed for teachers, gender-equity specialists, curriculum or Title IX coordinators and multicultural specialists. It will be held June 23-25, 1985, in Santa Rosa, California.

For information: National Women's History Project, 232A Coddington Center, Santa Rosa, CA 95401 (707-526-5974).

SCHOLARSHIPS

GRADUATE STUDY SCHOLARSHIP FROM READING COUNCIL

The Montana State Reading Council is offering a \$500 scholarship for graduate study in reading at a Montana university or college. The scholarship will be awarded in April 1985, and is to be used by the recipient before April 1986.

An applicant must be a member of the Montana State Reading Council as well as a local reading council and must have three years classroom teaching experience. He/she should be planning or involved in a program of study for a master's degree, a sixth year of graduate study or a doctorate from an accredited Montana institution.

Applications will be reviewed on the basis of complete and appropriate information. The deadline for applications is March 1, 1985.

To obtain an application form, write: June Atkins, Montana State Reading Council Scholarship, PO Box 666, Deer Lodge, MT 59722.

ELECTRONICS AGE ESSAY CONTEST

The Consumer Electronics Group (CEG) of the Electronic Industries Association is sponsoring an "Age of Electronics" essay contest for high school and college students. The contest is part of a curriculum kit distributed by CEG.

Students participating in the curriculum may enter the essay contest, which is

LEGISLATURE 1985

The Montana Legislature convenes on January 7, 1985. All Montanans have access to their representatives and senators, as well as information services that give the latest details on legislative actions. These are the key phone numbers:

To contact your legislator, call 444-4800.

Legislative Information 444-4853 or 1-800-332-3408.
(Bill status, committee meetings, session times, etc.)

UNCLASSIFIEDS

designed to motivate their thinking about today's critical and fast-paced technology.

Contest prizes are scholarships of \$2,000 (first place), \$1,000 (second) and \$500 (third). Entry deadlines are December 31, 1984, for the fall semester and April 15, 1985, for the spring semester.

For a curriculum kit and a list of essay questions, write: Consumer Electronics Group, EIA, 2001 Eye St. NW, Washington, D.C. 20006.

CURRICULUM RESOURCES

NO MORE DULL DEMOGRAPHY

Zero Population Growth's new teaching kit, "EdVentures in Population Education," is a comprehensive, multidisciplinary unit on population studies that lets students of all ages learn that "demography need not be dry."

The kit contains 16 modules that elementary and secondary teachers can use to introduce a wide range of population concepts and trends. Resources include classroom data charts, posters, pamphlets and bibliographies. A teacher's guide gives details on lesson planning. The kit costs \$15.

For orders or information, write Zero Population Growth, Population Education Materials, 1346 Connecticut Ave. NW, Washington, D.C. 20036.

CHICKENOMICS AND MORE

You say you have never heard of Safety Invader, The Mizer Series or Chickenomics? Find out what they are, along with hundreds of other energy education materials in Montana Power Company's *Teacher's Resource Guide*, 1984-86.

The guide lists free or loan items for a wide variety of disciplines, including art, computer science, home economics, industrial arts, language arts, mathematics, reading, science and social studies. Among the subjects covered are energy sources, energy conservation, economics and the environment.

The guide lists teacher workshops, classroom presentations, teaching units, printed materials, computer software, films, videotapes, posters, tours and educational equipment that are available to educators in MPC's service area.

To get your copy, please write to Ms. E. Wing Spooner, Director of Consumer Educational Services, Montana Power Company, 40 E. Broadway, Butte, MT 59701.

FREE FILMSTRIP STRESSES ENERGY CONSERVATION

"Energy: The Challenge to Conserve" is a free teaching kit that includes a 14-minute color filmstrip, pulsed cassette tape narration and a teacher's guide. The kit was prepared by the Aluminum Association for general science and social studies classes in secondary schools.

The presentation emphasizes how the aluminum and automotive industries are using problem solving techniques to conserve energy. The kit explores ways that students also can save energy by taking the same approach.

Write: Manager, Educational Services, Aluminum Association, Inc., 818 Connecticut Ave. NW, Washington, D.C. 20006.

WOMEN IN HISTORY, WOMEN IN THE CLASSROOM

From abolition to folklore, witches to workers and physicians to suffragettes, the National Women's History Project resource collection is a rich array of materials designed to promote multicultural awareness of women's history in schools and communities.

The resources and ordering information are found in a new catalogue of curriculum units, guides and materials; books with teaching guides; and biographies for young readers (on women in politics, sports, medicine, exploration and more) as well as teenagers and adults. Posters, records, cassettes, games and calendars—all underlining the importance and impact of women on the history of the world—are also available.

Order the catalogue from: National Women's History Project, PO Box 3716, Santa Rosa, CA 95402.

PUBLICATIONS

1984 COMPUTER DIRECTORY

Instructor magazine has just published its revised edition of the *Computer Directory*

for Schools, a buyer's guide to educational computer products K-12.

The 1984 directory describes software and hardware products, computer companies, books and free materials. Also included is a "hi-tech hot line" with manufacturers' toll free numbers for easy ordering.

The directory costs \$19.95 for single copies, \$9.95 each for 2-9 copies and \$7.95 for 10 or more copies. Write: *Instructor*, Dept. JC, 545 Fifth Ave., New York, NY 10017.

NATURE ACTIVITIES FOR ELEMENTARY STUDENTS

NatureScope is a new activity series for teachers, nature centers and youth leaders of elementary-age children, now available from the National Wildlife Federation, publishers of *Ranger Rick* magazine.

NatureScope is a bimonthly, fully illustrated guide to activities that help students learn about nature, science and conservation while improving writing, reading and other basic skills. Each issue features background material on a single topic, creative activity ideas, ready-to-copy activity sheets, a crafts section and bibliography. Stories, games, puzzles, plays and puppet patterns also are featured in the series.

A one-year subscription is \$18. Write: *NatureScope*, Dept. 177, National Wildlife

Federation, 1412 16th St. NW, Washington, D.C. 20036. Free promotional flyers also are available.

PRACTICAL GUIDE TO AVOIDING CENSORSHIP

A joint committee of the Montana State Reading Association (MSRC) and Montana Association of Teachers of English and Language Arts (MATELA) developed a practical guide, *How to Defuse Censorship: Implementing Montana Accreditation Standard 404.2*.

The booklet includes: 1) a discussion of the issues; 2) a ten-point strategy; 3) components of a selection policy to assure safeguards; 4) a model selection policy and procedures for handling challenged materials; 5) who to contact in case of need; 6) where to find additional, current information; 7) an appendix of significant documents; and 8) a brief list of censored materials, K-12.

This 28-page booklet is available to school districts free upon request. Telephone Linda Thompson on the Office of Public Instruction's toll free hot line: 1-800-332-3402.

SOURCEBOOK HELPS TEACHERS COMBAT INEQUALITY

Open Minds to Equality, by Nancy Schniedewind and Ellen Davidson, offers

continued on page 15

NATIONAL FFA CONVENTION
Kansas City, Missouri

AGRICULTURAL MECHANICS

Wolf Creek FFA Member Is Top in Region

Scott Blackman, 19, of Wolf Creek, Montana, is shown at right with Kim Havens, Assistant Executive Director, National FFA Foundation, representing International Harvester Company of Chicago. Blackman was named FFA's 1984 National Agricultural Mechanics Proficiency Award finalist from the Western region. He received the award in Kansas City.

The Agricultural Mechanics Proficiency Award Program helps FFA members develop mechanical skills applicable in agricultural/agribusiness, including the design and construction of agricultural equipment and structures and the safe and efficient repair of agricultural equipment.

Blackman is a member of FFA's Cascade Chapter, where he learned many of his mechanical skills. He is the first Montanan to receive the FFA award in eight years.

RESOURCE NOTES *(continued from page 11)*

What are the Foundations of a Successful Writing Program?

The following is an excerpt from *ERIC Digest* on reading and communications skills.

"Activities at the classroom level are the basis of any writing program. While most authorities of writing instruction agree that children learn to write by writing, Haley-James (1981), Graves (1979) and Applebee (1981) have observed a distressing lack of classroom time devoted to extended periods of writing. At the elementary level, Graves notes that skill drills are predominant in many classrooms, and that opportunities to write complete pieces are often marred by excessive concern with mechanical 'correctness.' At the secondary level Applebee reports that most writing activity is of a mechanical nature such as 'fill in the blanks' or 'short answers.' It is likely that any writing program will be successful only if students are given ample opportunity to perform significant writing tasks. In his description of the Vermont Writing Program, Paul Eschholz (Neill 1982) notes that students in the program's six model schools write an average of 45 to 90 minutes daily."

NCTE Writing Awards for High School Students

Each year the National Council of Teachers of English sponsors achievement awards, a program designed to encourage high school students in their writing and to recognize publicly some of the best student writers in the nation. Students who are juniors in school year 1984-85 may be nominated for the 1985 awards. Last year over 6,500 students nationwide were nominated by their English teachers. Four from Montana were selected as winners for the NCTE Achievement Award in Writing.

If you have not received a copy of the brochure and nomination blanks, please call Christina Troxel at OPI (1-800-332-3402).

—Christina Troxel
Reading and Language Arts
Specialist

HEALTH, PHYSICAL ED, RECREATION AND DANCE

MAHPERD Honors Its Professionals

The Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD) is a professional organization with over 300 members—teachers, administrators, coaches and students involved in health and physical education, recreation, dance, intramurals, athletics, adapted programs and related areas.

MAHPERD recently paid its highest tribute to three of its members by presenting them the Honors Award for "outstanding service, dedication and contribution to the youth of Montana." Award recipients were Emilee DeKam, health educator at Helena Middle School, Helen Chrest, PE teacher at Helena High School, Herb Agocs of the PE department at MSU, and Spencer Sartorius, Health,

Physical Education and Outdoor Education Specialist at the Office of Public Instruction

The awards for distinguished leadership and service were presented at MAHPERD's fall conference.

SCIENCE

Kits and Books

Teachers of earth science and general science may request a free subscription to *Omega*, an earth science newsletter from: Dr. A. Lee Meyerson, Dept. of Earth and Planetary Science, Kean College, Union, NJ 07083.

Edison Teaching Kits for grades 5-9 are available free, one per teacher or librarian. Each kit is renewable and can serve several students simultaneously. Booklets included in each package are *Alternative Energy Sources*, *Environmental Experiments*, *Energy for the Future*, *Nuclear Experiments* and *Energy Conservation*. Send \$1.00 for postage with your request (on school stationery) to: Charles Edison Fund, 101 South Harrison St., East Orange, NJ 07018.

—Bob Briggs
Science Specialist

LIBRARY MEDIA

Moncat Microfiche Orders Needed

The first edition of Moncat, the Montana union catalogue, will be available to interested libraries in January/February 1985 at no cost.

Moncat is a microfiche product from the Washington Library Network with over a half-million holdings of approximately 35 Montana libraries. It will contain full catalogue records and holdings statements. It can be used for interlibrary loans, cataloguing and general reference.

Moncat will have about 300 pages of microfiche, suitable for a microfiche reader with 42x magnification. It may be filed in a box for 4x6-inch fiche, a microfiche file drawer or a notebook with slotted pages that hold about 20 fiche per page.

If you wish to order Moncat, please do so before December 15. Contact Sheila Cates at OPI (1-800-332-3402).

Training in the use of Moncat is also offered, beginning next February. For sites and dates, contact Sheila Cates.

Educational Excellence Means Excellent Libraries

In August, 1983, American Library Association (ALA) President Brooke E. Sheldon appointed a Task Force on Excellence in Education to examine *A Nation at Risk* and develop strategies for involving ALA and America's libraries in educational reform. At its annual conference in Dallas last June, the task force unveiled its response, *Realities: Educational Reform in a Learning Society*.



The task force identified four realities for effective educational reform within a learning society: learning begins before schooling; good schools require good school libraries; people in a learning society need libraries throughout their lives; and public support of libraries is an investment in people and communities.

What follows are excerpts from "Reality #2: Good Schools Require Good School Libraries."

"Good schools enable students to acquire and use knowledge, to experience and enjoy discovery and learning, to understand themselves and other people, to develop lifelong learning skills and to function productively in a democratic society. Libraries are essential to each of these tasks. In libraries, students learn how to locate, organize and use information that will expand their horizons and raise their self expectations. Librarians are teachers, and they serve both students and teachers...

"School libraries serve as learner-oriented laboratories which support, extend and individualize the school's curriculum. A California research study demonstrated that students with library experience achieved higher level language skills than those without this experience. In Virginia, a study proved that students who combined independent study with extensive library use under a librarian's supervision attained higher verbal scholastic aptitude test scores than students who used libraries only incidentally.

"Access to a library for quick fact-finding and sustained work on a project should be among the rights of every child and young person. The student who encounters a librarian who is directly involved in teaching has access to a much wider world than that of a single classroom. The librarian...introduces literature and teaches research study skills. From the librarian a student learns how to locate, interpret and present information. The librarian...supplements classroom study [and] gives book talks and instructs in computer use. When the school librarian helps design curriculum, both teachers and students benefit. In every school, therefore, librarians should be included as members of curriculum design and review committees. They should also be involved as planners, providers and participants in inservice training programs for teachers...

"To achieve [the higher educational standards recommended by the national commission], school libraries must be stronger. Librarians, who are less bound by curriculum sequences than classroom teachers, can improve performance of students in every grade, in every subject and at every level of ability.

"To ensure that every child has access to the quality of school library service needed

in a learning society, public officials should:

—Require that library research and information skills be taught as a new basic—providing instruction within the library program and in all subject areas at each level of elementary and secondary school.

—Establish more specific state standards for school libraries.

—Require school superintendents, boards, parents, teachers and other interested people in every community to prepare a plan for developing school library resources, for using these resources effectively and for coordinating services with public libraries in the community.

—Supply sufficient funds for school library programs so there are staff to coordinate the teaching of research and study skills in co-operation with teachers of English, social studies, science, mathematics and other subjects.

—Provide funds for sufficient library books, audiovisual materials, magazines, computer software and other materials to support teaching and learning and to permit participation by school libraries in library networks for sharing of resources.

—Earmark state educational funds for school library resources and program development.

—Ensure that each state education department has skilled school library media supervisory staff to provide needed statewide professional leadership.

—Require colleges and universities to provide future teachers with training in using libraries and library materials.

—Require that education programs for school administrators and other education specialists include training in the administration and supervision of school libraries.

—Target federal education funds to specific school library resource development programs, including those that use the new technologies and those that demonstrate exemplary services."

If you would like a full text copy of *Realities*, contact Sheila Cates at the Office of Public Instruction.

—Sheila Cates
Library Media Specialist

MATH COMPUTER EDUCATION

MCTM on Integrating Technology Into Math Curricula

A special committee of the Montana Council of Teachers of Mathematics (MCTM)

recently issued a position paper on the use of technology in mathematics curricula. The paper was officially adopted at MCTM's October conference in Billings.

The paper addresses five major issues now confronting teachers, as well as the changes in math curricula brought on by the advent of computers. The paper includes a commitment to using the computer as a teaching tool when appropriate; the recognition that computer classes in programming must not replace math classes; a commitment to the education of K-college math teachers in the use of computers for math teaching; the provision of hands-on computer use for all students; and a commitment to the integration of the computer in all materials from curriculum developers and textbook authors.

MCTM realizes that the dynamics of this rapidly changing technology will necessitate

future revisions in the position paper. However, in the meantime MCTM hopes that the present paper will evoke thought and meaningful discussion about current and proposed uses of computers in the math classroom.

If you would like a copy of the full text of the MCTM position paper—to react to its issues or to offer your own ideas about integrating technology in math curricula—write Dr. Richard Billstein, Mathematics Dept., University of Montana, Missoula, MT 59812 or Dan Dolan, Office of Public Instruction, State Capitol, Helena, MT 59620.

Grant Would Fund Inservice Training

MCTM and the Office of Public Instruction have jointly submitted a proposal to the National Science Foundation for a grant to

fund a comprehensive, statewide inservice mathematics program. If funded, the three-year project would begin in June 1985. Forty to 50 elementary teachers would be trained during summer sessions at the University of Montana and Montana State University to become regional mathematics leaders. They would then work with university staff to offer local workshops for elementary-level math teachers. Grant funds would cover teachers' costs for the summer programs and the local inservice workshops.

We hope to receive word about the grant by the first of the year. If the project is funded, additional publicity and teacher recruitment would begin immediately.

National Math/Science Bill Passes

Congress recently passed and the President signed major federal legislation on

math/science education. See page 6 for details.

Glasgow MCTM Conference

MCTM's Mathematics and Computer Conference: The Eastern Border Meeting (includes eastern Montana and western North Dakota) will be held at Glasgow High School, February 23. For information, call Kimberly Gerard at Nashua High School (756-3411) or Dennis Monson, Glasgow High School (282-2485).

—Dan Dolan
Mathematics and Computer
Education Specialist

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teachers realistic solutions for eliminating inequalities in the elementary classroom. Activities easily adapted to the curriculum help children explore their feelings and attitudes about the inequalities that surround them.

The book was recently published by Prentice Hall. Check your local bookstore or library for a copy.

SPECIAL REPORT OUTLINES BLOCK GRANTS

A special issue of *Economics of Education Review*, scheduled for publication by Pergamon Press in the summer or fall of 1985, will be entirely devoted to federal block grants to education, with special focus on ECIA Chapter 2. The special issue is a product of a two-year study of Chapter 2 in nine states, sponsored by the U.S. Department of Education.

If you would like more information, write: *Economics of Education Review*, Dept. of Economics, University of South Carolina, Columbia, SC 29208.

JOURNAL DEVOTES ISSUE TO DISABLED CHILDREN

Rehabilitation Literature, the professional bimonthly journal of the National Easter Seal Society, has published an expanded issue on children and disability.

The July/August 1984 issue is a comprehensive report on disabilities by education specialists and researchers. It includes reviews of books and monographs covering a wide range of childhood disability-related subjects, such as sign language, learning and behavioral disabilities, emotionally disturbed youngsters and educational/training facilities for exceptional children.

Reprints of the special issue are available for \$5 each from the National Easter Seal Society, 2023 W. Ogden Ave., Chicago, IL 60612. Orders must be prepaid. Please specify the "Children and Disability" issue, Vol. 45, No. 7-8.

DIRECTORY OF SOFTWARE FOR SPECIAL ED

The use of computers in special education is the subject of *The SpecialWare Directory*,

(continued from page 13)

published by the Oryx Press. The directory lists computer companies that produce more than 200 microcomputer programs and software suitable for special education.

The directory is available for \$16.95 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 (800-457-ORYX for toll free phone orders).

REPORT ON COLLEGE PREPARATION REFORM

Improving the quality of academic preparation for college is the subject of a monograph published by the State Education Research Center of the National Association of State Boards of Education and the Council of Chief State School Officers. *A Joining of Hands: State Policies and Programs to Improve High School-College Linkages* documents the variety of collaborative approaches being used by secondary and postsecondary educators and policymakers to address this important issue.

The monograph is available from the State Education Research Center, c/o NASBE, 701 N. Fairfax St., Suite 340, Alexandria, VA 22314.

WHAT HAPPENS IN THE CLASSROOMS OF EXEMPLARY TEACHERS?

What makes a teacher "good"? *20 Teachers*, a collection of profiles of outstanding classroom teachers, attempts to answer that question.

Author Ken Macrorie interviewed a remarkably diverse set of American teachers, who discuss their ideas and classroom methods. None are teachers in the traditional sense—people who pass on the knowledge of the world and get it back from students on tests. They are instead "enablers" who "help others to do good work and extend their already considerable powers."

20 Teachers by Ken Macrorie is available from your library or bookstore. It is published by the Oxford University Press. For more information, contact the Oxford University Press, 200 Madison Ave., New York, NY 10016.

INSERVICE

RURAL SPECIAL ED INSERVICE MODULES

The American Council on Rural Special Education (ACRES) has developed a series of inservice modules for teachers who serve rural individuals with low incidence handicaps. Strategies cover areas such as inadequate numbers of special education personnel, transportation difficulties, support programs, involving rural parents in programs and consultation in rural areas.

Write for a brochure on "Rural Inservice Modules" from ACRES, Western Washington University, Bellingham, WA 98225.



FILM COMPETITION AND FESTIVAL

MONTANA WILDLIFE FILM FESTIVAL

The University of Montana chapter of The Wildlife Society is sponsoring the 8th International Wildlife Film Festival on April 1-7, 1985, on the Missoula campus. The festival encourages excellence in wildlife filmmaking by offering awards, educational events and showings of the best wildlife films of the year.

Information and applications for entering original films in the festival may be obtained from: Wildlife Film Festival, Wildlife Biology Program, University of Montana, Missoula, MT 59812 (406-243-5272).

COMPUTER ED

COMMODORE COMPUTER GRANTS

Commodore Computers recently announced a new grant program for schools. Matching Grants for Education aims to identify, support and extend recognition to creative and educationally significant projects which promote learning through computers.

Proposals can be in any subject area and serve the needs of any age group. Each institution must agree in writing to *match in kind* any equipment donated by Commodore. No funds will be provided for salaries or software.

The deadline for the receipt of proposals is February 15, 1985. For additional information, write: Commodore Matching Grants for Education, Box ED3, 1200 Wilson Drive, West Chester, PA 19380.



TRAINING OPPORTUNITY CALENDAR

DECEMBER 1984-APRIL 1985

The following are professional enrichment opportunities of interest to school personnel. For information about the calendar or inclusion of items, contact Barbara Harris at OPI (1-800-332-3402). For information about specific listings below, address inquiries to the contact person noted.

Units of the Montana University System and other colleges offer professional training courses through their offices of continuing education. Contact the specific college or university for information.

Each item in the calendar is in the following order: date, type of event, title, location, duration (in parentheses), contact person, telephone number. In some cases, preregistration may be required. The calendar is current as of November 15, 1984.

APRIL

10	Conference <i>Montana Assoc. of County School Superintendents Annual Conference</i> , Helena (3 days); Elinor Collins, MACSS, 265-5481.	15	Conference <i>Council for Exceptional Children International Conference</i> , Washington, DC (5 days), Ron Lukenbill, OPI, 444-4427
11	Conference <i>Montana Symposium on Early Education and the Exceptional Child</i> , Billings (3 days); Chris Mason, EMC, 657-2081	25	Conference <i>Montana Assoc. of Secondary School Principals Annual Conference</i> , Bozeman (2 days); Jesse Long, MASSP, 442-2510
12	Workshop <i>Developing Units/Courses on Inventions and Inventing</i> , Seattle, WA (2 days); Nancy Lukenbill, OPI, 1-800-332-3402	25	Conference <i>NCTE Northwest Regional Conference</i> , Seattle, WA (3 days), Claudette Morton, OPI, 444-3137.
12	Conference <i>Montana Education Assoc. Delegate Assembly</i> , Helena (2 days); MEA, 442-2450.	26	Conference <i>Montana Assoc. for Gifted and Talented Education Annual Conference</i> , Billings (2 days); Nancy Lukenbill, OPI, 1-800-332-3402.
12	Conference <i>Montana Assoc. of School Administrators Annual Conference</i> , Helena (3 days); Jesse Long, NASA, 442-2510.	26	Fair <i>Education Fair</i> , Missoula (2 days); Martha Brass, OPI, 444-5658

DECEMBER

15 Courses *Intro. to Group Communication, Intro. to Public Speaking, Intro. to Interpersonal Communication*, Bozeman (5 days), Gerald Wheeler, MSU/Cont. Ed, 994-3851

JANUARY 1985

2 Workshop *Winterfest Creative Problem Solving Institute*, San Diego (5 days), Nancy Lukenbill, OPI, 1-800-332-3402

3 Course *Computer Applications in Reading*, Helena (6 weeks), Michal Malouf, UM/Cont. Ed, 243-4616.

9 Course *Legal Basis of Public Education*, Kalispell (6 weeks), Michal Malouf, UM/Cont. Ed, 243-4616

11 Course *Planning and Teaching for Thinking and Feeling*, Great Falls (6 weeks); Michal Malouf, UM/Cont. Ed, 243-4616

12 Meeting *DECA State Officers Planning Meeting*, Helena (1 day); Redina Berscheid, OPI, 444-4456

13 Workshop *Outdoor Education Workshop*, Moiese (1 day), Michal Malouf, UM/Cont. Ed, 243-4616.

18 Conference *National Conference on Curriculum for Gifted and Talented*, Arlington, VA (2 days), Nancy Lukenbill, OPI, 1-800-332-3402

23 Conference *Montana Association of Elementary School Principals Annual Conference*, Great Falls (3 days); Jesse Long, MAESP, 442-2510

FEBRUARY

8 Workshop *Personality Workshop*, Billings (2 days); Redina Berscheid, OPI, 444-4456

18 Workshop *Reading and Teaching the Gifted Child The Teacher Makes the Difference*, Hardin (1 day); Doris Hastings, 665-1408

MARCH

Conference *Expanding Your Horizons in Science and Math Career Options for Girls Grades 7-12* (1 day); Lewistown, 3/9, Kalispell, 3/16; Bozeman, Butte, Great Falls, Miles City, Missoula, 3/23; Billings, Glasgow, Glendive, Helena, 3/30; Pat Christie, OPI, 1-800-332-3402

7 Conference *1985 Conference on Severely Handicapped and Autistic Individuals*, Billings (3 days), Kyle Faught, EMC, 657-2055

7 Conference *Far West Regional IRA Conference*, Portland, OR (3 days); School of Education, 503-229-4677.

13 Workshop *Multipurpose Curricula Using a Unit of Study in a Variety of Contexts*, New York (2 days), Nancy Lukenbill, OPI, 1-800-332-3402

19 Conference *National Rural Special Education*, Bellingham, WA (4 days); ACRES, Western Washington University, 206-676-3000



Montana Law-Related Program: A Second Year

Montana Supreme Court justices, lawyers, a district judge, a police officer and teachers participated in an intensive week of learning about the law and its application at the second annual Montana Law-Related Education Program. The program, a cooperative effort of the Office of Public Instruction, the Montana Supreme Court and the State Bar of Montana, was held in July.

The five-day seminar gave secondary teachers of social studies, government and other subjects a close examination of criminal and civil law in Montana. Guest speakers included Supreme Court justices Frank Morrison and John C. Harrison, Judge Gordon Bennett of the First Judicial District, Missoula Police Chief Doug Chase and others. Above, the teachers engage in a mock court session in the Supreme Court chambers.

